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ENHANCING WRITTEN FLUENCY AND ACCURACY FOR YOUNG EFL LEARNERS IN MALAYSIA THROUGH PROCESS WRITING

CONTENTS

ABSTRACT

This study examined seven L2 writing groups as they became familiarized with the process-oriented writing method and searched for the links between this writing method and writing improvement subsequently by tracking their fluency in writing in terms of a qualitative analysis of their pre and post written work. This was a 12-month study of 32 EFL young learners with ages ranging from 6 to 13 years studying in Malaysia.

The study revealed that these student subjects demonstrated a growing awareness of the significance of process-oriented writing. This paper looks into three aspects; 1. The increase in written fluency of the controlled group pre and post writing based on the implementation of the process writing method especially by using idea generation tools like mind mapping, concept maps and brainstorming. 2. Analyzing whether developing student speaking ability during the brainstorming process enhances the fluency in writing. 3. The effectiveness in implementing a structured reading program to enhance the level of vocabulary in their post written work. Does student writing improve with larger vocabularies?

This paper will go on to evaluate the structured process and writing steps implemented for six different levels of students and study the effectiveness of this method combined with additional enhanced activities designed to complement the different stages of process writing during the implementation stages.

1. INTRODUCTION

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end (Hadley, [1993]). It is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language (L2). Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills.

In the late 1980s, an approach to writing which emphasized the process rather than the product began to be introduced into ESL classrooms (see Hedge, 1988), Raimes (1991:442) has pointed out that there are parallels between a process writing pedagogy and communicative, task-based curriculum development. This approach essentially recognized that the production of a good piece of writing requires time, that is a recursive process involving many sub-processes such as generating ideas, organizing ideas, drafting, revising and editing. It was seen to be useful where students needed to be able to produce written texts for assessment purposes but at that time it was not seen to be so appropriate for foreign language classrooms, where more emphasis was given to oral production. Over the years process writing approach has emerged as a tool that has gained significant inroads in its implementation in EFL classroom worldwide.

This paper explores the difficulties students in Malaysia elementary school face when writing in English and how a process approach in writing might help them achieve better writing fluency and accuracy. The paper involves a qualitative study of how a process writing curriculum implemented during the young age can see results in students' work over one year of elementary English writing class as part of a broader curriculum. First the paper will look at 32 students' work at different age groups and identify the difficulties they face in writing. Next the paper looks at how stages in process writing can help them improve in their writing and build their confidence through the process writing approach. The paper then goes through

the implementation of designed activities that were implemented during the stages of process writing in the classroom that were able to enhance the students' writing fluency and accuracy over the 1-year monitoring period.

2.   LITERATURE REVIEW

In the past traditional model of writing, the function was to produce a flawless text by correcting surface mistakes of grammar, punctuation and spelling. However, such product-focused teaching was no longer deemed appropriate and a paradigm shift (Hairston 1982) occurred in teaching. The emphasis of product-focused writing on accurate grammar and error-free sentence structure was a turning point towards a process which puts emphasis on the significance of content and organization in writing rather than form. The key process of composing was beginning to be understood to consist of three main components: pre-writing, the generation of ideas and the planning where translation of ideas to words; and revising- the constant rereading of what has been written to match the writer's intentions. Brown (2001:335) described the written products as the result of thinking, drafting, and revision processes and asserted the necessity of process writing from a pedagogical perspective:

Students should learn how to generate and organize ideas coherently, how to revise text for clearer meaning, and how to edit text for appropriate grammar.

Further studies have revealed more of the process: writing is linear only in the product; however, the process is recursive as writers go back in order to move forward (Murray 1980). In addition, Hairston (1982)described the process approach and its methodological features as follows:

It focuses on writing as a process, with instruction aimed at intervening in that process; it teaches strategies for invention and discovery; it emphasizes rhetorical principles of audience, purpose, and occasion with evaluation based on how well given piece meets its audience's needs; it treats the activities of pre-writing, writing, and revision as intertwining, recursive process; and it is holistic, involving non-rational, intuitive faculties as well as reason.

There have been a number of ESL studies carried out so far where researchers chose to examine whether writers transferred strategies from L1 to L2 in EFL writing. This would be very much applicable if the student group was older and where L1 learning is cognitively

formed. But for younger EFL group aged 6 to 14 the distinct correlation between L1 and L2 writing has been contended by the likes of Zamel (1982:203) that there is a cognitive similarity between L1 and L2 composing:

ESL writers who are ready to compose and express their ideas using strategies similar to those of native speakers of English

Other studies on process writing in Malaysia and Asia seemed to mainly focus on tertiary level students. Stewart and Cheung (1989) showed that process writing could be successfully implemented in Hong Kong secondary schools if introduced gradually, with certain modifications and adaptations to address the constraints of writing process in relation to the educational environment. Some of the recommendations (1989:42-4) made that were relevant to this paper to take not of are as follows:

1. Build up a shared understanding between teachers and learners of the nature, the purposes, and the requirements of the process approach.

2. Integrate the four language skills to fit into the stages of the writing process without unduly upsetting the timetable and the scheme of work.

3. Design purpose-specific and reader-specific tasks so that learners draft and redraft with the communicative context in mind.

4. Modify the teacher's role to be less of an evaluator or judge of language accuracy and more of a facilitator or consultant.

5. Grade the final draft according to how much progress the student has made in going from first ideas to drafting, revising, and editing.

Also, Pennington, et al.(1996), in analyzing Hong Kong secondary school students' responses to the introduction of process writing revealed the following out of the 8 classes taking part in the studies. The two groups who found the experience positive were taught by a teacher who integrated elements of process writing into her teaching routine and who had displayed the most positive attitude to the process-oriented writing at the beginning of the project. The

group that evaluated the experience most negatively was taught by a teacher who placed the focus on traditional language exercises and grammatical accuracy with very little attempt at integration and who had been ambivalent about the new pedagogical approach at the beginning of the project.

Sengupta & Falvey (1998), also working in Hong Kong secondary schools, reveal a picture of teacher practices which might accord with practices in FL classrooms elsewhere. Questionnaire, interview and observational data showed that the concept of process writing was restricted to an emphasis on fluency rather than accuracy. Only a small number of studies have focused on the sub processes of process writing stages in an instructional context. Reichelt (2001) reports a study by Becker (1991) which found that adult learners from Germany who used associative brainstorming for five minutes before writing produced composition with more imagery and interesting ideas than the control group. The effect was particularly strong for the novices. However, it was not clear which language the learners used for the brainstorming. Other related studies Friedlander's study of 28 Chinese writers (1990) had shown that students produced better L2 essays on an L1-related topic when allowed to plan in L1 and, conversely, produced better L2 essays on an L2-related topic when allowed to plan in L2. Trong Tuan (2010) studies on enhancing EFL learners' writing skills via journal writing and a case study of peer feedback in China EFL writing classroom by Mei Ting & Yuan Qian (2010) looked into one of the sub-processes of process writing. In Malaysia one of the recent studies includes studying the effects of process-genre approach to writing instruction on the expository essay of ESL students in Malaysian secondary school by Thomas & Chow Voon Foo (2007).

Despite the various studies covering the implementation of process writing, most of it covered secondary school or college students, as it is often associated with producing written text soley for assessment purpose. None of the local studies in Malaysia actually looked at the implementation of process writing or its sub stages for young EFL learners in Malaysia from the age of 6 to 14. Can young EFL learners in Malaysia actually benefit from process writing? Would it more difficult implementing process writing during this period as the L1 learning strategies itself is just being formed. Therefore L2 learning strategies for writing seemed to starting from ground zero with no scaffolding from their respective L1 experience for the young EFL learners.

2.1   Methodology

The purpose of this study was to determine whether process writing can be implemented among the young EFL learners in Malaysia. This study also looks into the implementation of sub-process and how the 4 skills can be integrated into the various stages to enhance students writing fluency and accuracy from a young age. This purpose was achieved through answering the following research questions:

1. Does Process Writing enhance writing fluency and accuracy among young EFL learners in Malaysia? Are tools like mind map and brainstorming effective in enhancing writing fluency?

2. Whether developing speaking skills during the brainstorming stage of process writing enhances writing fluency?

3. Does a structured reading programme via journaling from young enhance the level of vocabulary in the students' written work?

2.2   What is Process Writing?

Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing. Such an approach can have any number of stages, though a typical sequence of activities could proceed as follows:

Stage 1

Generating ideas through brainstorming and discussion. Students could be discussing qualities needed to do a certain job, or giving reasons as to why people take drugs or gamble. The teacher remains in the background during this phase, only providing language support if required, so as not inhibiting students in the production of ideas.

Stage 2

Students extend ideas into note form, and judge quality and usefulness of ideas.

Stage 3

Students organise ideas into a mind map,spidergram, or linear form. This stage helps to make the (hierarchical) relationship of ideas more immediately obvious, which helps students with the structure of their texts.

Stage 4

Students write the first draft. This is done in class and frequently in pairs or groups.

Stage 5

Drafts are exchanged, so that students become the readers of each other's work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone else, and thus can improve their own drafts.

Stage 6

Drafts are returned and improvements are made based upon peer feedback.

Stage 7

A final draft is written.

Stage 8

Students once again, exchange and read each others' work and perhaps even write a response or reply.

The process oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as in a product oriented approach. The process oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. Final editing and publication can follow if the author chooses to publish their writing (Murray, 1972). The last two decades saw an emergence of new practices that moved beyond rote repetition and technical instruction. Instead, writing was taught as a vehicle for creative expression and critical though. Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writes have the opportunity to plan, draft, edit, and revise their

work (Hillocks, 1987; Murray, 1982). The writer is taught to review and revise several drafts, which enables and encourages new ideas. The grammatical changes and conventional editing occur during the revision or editing stage (Ballator, Farnum& Kaplan, 1999; Flower & Hayes, 1981). Furthermore, since grammar and conventions are not the focus of writing, the writing process may be adopted for use even with young writes in kindergarten (Sealy, Sealy, & Mill more, [1979]).

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereuter &Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982). However, researchers and educators have identified several logical steps that most writes go through, displayed in Figure1 (Graves, 1983,1991; Tompkins and Hoskisson, 1995; and Poindexter and Oliver,1999) .The 3 key areas in Process writing are as per Figure 1 is Pre-writing, Re-writing and Writing or publishing.

Figure 1. The Writing Process[1]

Pre-writing		Drafting & Writing		Sharing & Responding		Revising & Editing		Publishing
-"Getting ready to write" -Decide on a topic -Brainstorm -Organize ideas	⟷	-Write and refine paragraphs -Focus on communication of meaning	⟷	-Share work to gain feedback -Peer editing -Writing Workshops	⟷	-Revise content -Proofread for writing conventions -Text reorganization	⟷	-Celebrate and showcase finished products -Build confidence in students as writers

A review looked at 2000 studies focused on identifying school instructional methods most successfully enhanced writing ability (Hillock,1987). The meta analysis revealed that teaching through inquiry was the instructional method with the greatest impact on the quality of the students' writing and grammar/mechanics has the least impact. In this method, students use sets of data and, in a structured manner, incorporate them into writing. Students may record, describe, and present evidence while taking into account set criteria. For example students may be given information about a particular subject, such as pollution, smoking is dangerous, etc, and then be asked to consider ways to help solve the problem.

The results from the meta analysis research is shown in Figure 2 (Hillock, 1987) below. The research findings indicate that having students go through the steps of observing and writing had greater impact on the quality of writing than did more traditional teaching using model writing.
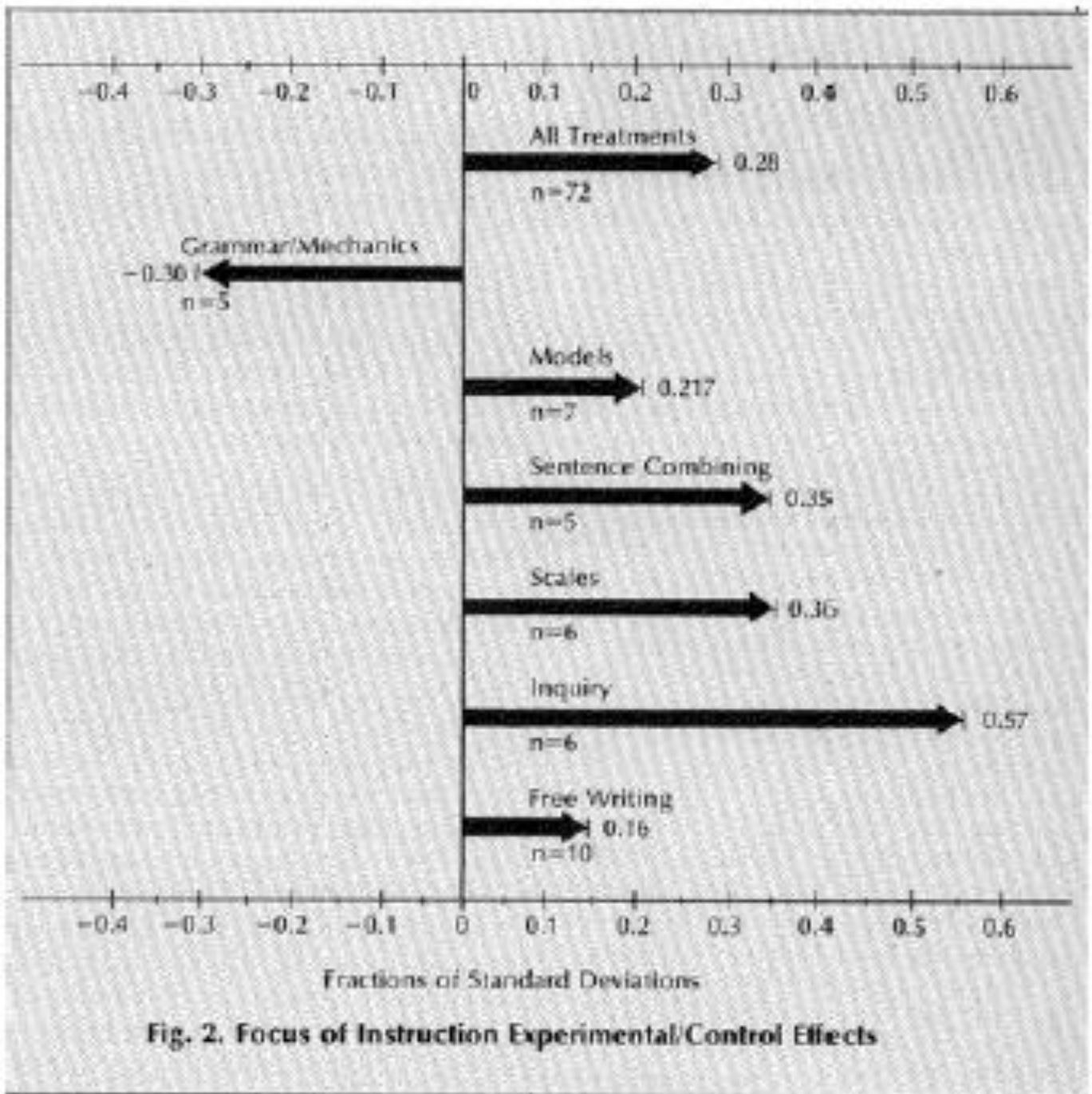

Fig. 2. Focus of Instruction Experimental/Control Effects

Figure 2

2.3   The Role of Reading in Writing

Krashen's (1985) 'Input Hypotheses' claims that we acquire language through understanding messages or obtaining comprehensible input; it accounts for success of programmes in which students acquire a second language through comprehensible presentation of subject matter in the second language. It states that the key factor determining acquisition of competence in an L2 is exposure to large amounts of meaningful, interesting or relevant L2 input material. Krashen (1989) studied the power of reading on language acquisition on the basis than reading becomes comprehensible input provided that texts are both interesting and understandable so that they capture the learners' attention. His research on reading exposure supports the view that it increases not only reading comprehension and vocabulary acquisition, but it improves grammatical development and writing style.Krashen (1989: 109) states that "reading exposure is the primary means of developing language skills". This hypothesis was tested in Hong Kong,Wai-King Tsang (1996) carried out an experiment comparing the effectiveness of an extensive reading programme and a frequent writing programme on the acquisition of descriptive writing skills in English by a group of Hong Kong secondary students. His findings show the importance of linguistic input in the acquisition of writing abilities, questioning whether students' writing can improve with activities that exclusively focus on output. Error correction affects learning 'about' the language, not acquisition; when our errors are corrected, we rethink and adjust our conscious rules which help one aspect of good style which is correctness, but only this aspect. As a matter of fact, Wai-King Tsang's study shows that in the area of language use, the reading programme was the only one of the three he administered to students which proved to be significantly effective on the acquisition of writing skills. From this study, we may conclude that through reading we have the opportunity of being exposed to well organized and well-written pieces of writing which help us to improve our language abilities and to build writing schemata. This study also brings relevance to Malaysia's EFL context where young learners should be encouraged to read from a young age so to better improve their written work. A structured reading programme would need to be designed therefore allowing it to be one of the comprehensible inputs to enhance students' fluency and accuracy in writing. There have been cases in Malaysian EFL context where students

who usually do passive reading only often find themselves producing written work that does not capture significant improvements in terms of better vocabulary usage. Therefore, a proper reading curriculum would need to be evaluated during this study that enhances both the students' fluency and accuracy in writing. Its is through teaching writing to students that they would be able to acquire the habit of expressing ideas in a clear, correct and coherent way, fulfilling a dual purpose: to be medium of communication with others and a means of personal intellectual growth. This signifies its importance in EFL teaching to young learners in particular. "Writing is, however, a powerful intellectual tool for cognitive development –It can make you smarter. …Writing enables us to explore and change the worlds of ideas and experiences the brain creates" (Krashen, 1987: 116).

3.0   Common Problems Faced by EFL students in Malaysia

In general some of the problems faced by the students in their writing stem from a deeper macro problem where the national education curriculum in Malaysia for the age 7 -13 groups does not have essay writing component in schools. The teachers in general focus on grammar drilling through worksheets, writing skills are seldom taught in schools. The groups of students selected for this study are mainly from a Chinese stream education curriculum where all subjects are taught in their mother tongue except for English and the Malay language. Therefore students lack exposure to the usage of English other than the stipulated 2 hours of lesson per school week. Students in general lack the ability to generate ideas on their own without the helping words or assistance by teacher. As students are not taught brainstorming skills and mind map during the elementary stages of learning English thus they exhibit the lack of ability in generating ideas in their writing.

Another reason why the particular group of students were chosen is because the Chinese students make up nearly 90% of the students learning in English language centers in Malaysia, therefore making the study more compelling to evaluate whether the process method of teaching writing is able to help these group of students who have no interest in writing English at a very young age due to the inherent flaw in the Malaysian English language education system.

3.1   Sample Student Background

To further understand the general problems faced by students in writing. Random samples of 7 students were selected from the overall 32 students that will be undergoing this study to show common problems faced by Malaysian EFL learners from a diverse age group of 6 to 14 years of age. These 7 students were new students enrolled to study English at ELW centre where this study would be further carried out. The written work from 7 students was taken from the placement test given when they first enrolled into the centre. The placement test topic given to all students were based on "Myself","My School" and "A Frightening Experience". Table 1 below illustrates the summary of the 7 written samples taken from the placement test for new students.

Level	K1/K2	P 1	P2	P3	P4	P5	P6
Age	6	7	8	9	10	11	12
Name	YunRu	Shao Yuan	Emily Khor	Glenn Gan	Shawn Ee	SzeJia	Jasmine Yong
Sample	A	B	C	D	E	F	G
Topic	Myself	Myself	Myself	Myself	Myself	My School	A Frightening Experience
Noof Words	38	29	59	53	24	37	86

Table 1

Legend: P- Primary , K- Pre-School, Sec - Secondary

All students listed in Table 1 from sample A to G share similar background where they study in a Chinese Education school where English is a second language and all other subjects are taught in Chinese. All these students are not taught writing or essay writing in school from the age of 6 to 12. They are only tested on simple sentence construction up to the age of 12 in the current national curriculum for English. The emphasis in the current curriculum is mainly on grammar drilling and reading, therefore these students are not exposed to writing, speaking and listening in their day

to day English curriculum. Samples A to G generally are able to do simple writing with word count from their respective written work ranging from 24 to 86 words.

3.2   Problems Faced by Students In Their Writing

The problems identified through some of the written work can be broadly classified into content and language. In terms of content, several elements like arrangement of ideas, paragraphing, linking ideas and elaboration of ideas are evaluated in the samples. In terms of language, elements like grammar, spelling, punctuation and the use of vocabulary would be considered.

Samples A, B and E (see Appendix IA, IB and IE) all three have low word count, with sample E (see Appendix IE) only writing 24 words at the age of 10. All three have only simple arrangement of ideas and clearly writing in sentence forms only. Ability of paragraphing and linking of ideas were not evident in their written work. The 3 samples generally lacked the ability to elaborate on their ideas. Sample B (see Appendix IB) has simple grammar mistake with wrong usage of simple present tense "I lives in Taman Pulai Flora" should have been "I live in…" and spelling mistake for the word "yers" instead of "years". Another error is plural form of the word "members" instead of "member".

SAMPLE B

16
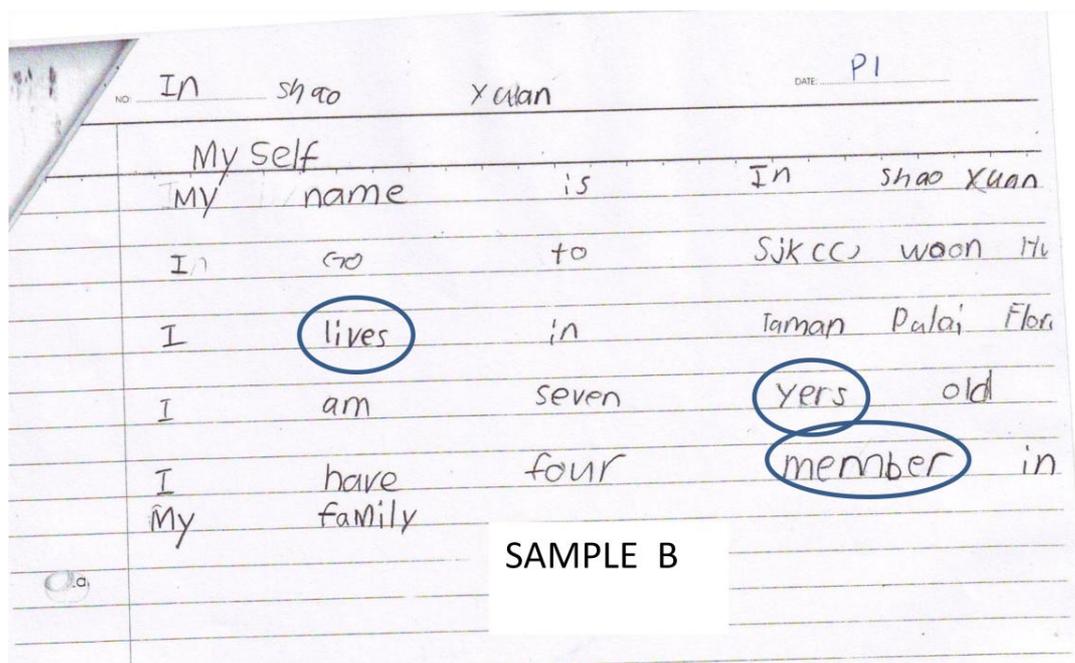
Samples C, D, F and G (see Appendix IC,ID,IF and IG) all these students were able to write with simple paragraphing and were able to the complete the written work with word counts ranging from 37 to 86 words. Only simple linking of ideas was shown and all of them were not able to generate more ideas and content around the given topics. Samples C and D in particular were only able to generate a creative content about myself other than the typical model taught to young learners using product writing. Sample C and D only listed down the typical ideas on name, age, family members, hobbies, address and school. This is a typical controlled practice output by student using a product approach generated 59 and 53 word count respectively. The written content showed a lack of depth in terms of elaboration of ideas and was strictly based on fixed triggers from teachers or limited prior knowledge in terms of content. Not much discussion or brainstorming was carried out by the students to give better ideas that would give a more creative storyline. Sample G (see Appendix IG) with the title "A Frightening Experience" could only craft a simple storyline which talks about not able to find the mother in the library after looking for a book. At age 12, the student lacked creativity for such an interesting topic. It exhibited a student who has done little reading, as the lack of vocabulary seen could be due the single draft habit that does not allow the teacher to scaffold the students' passive knowledge on a better word to use. Instead the focus was on the end product. Simple use of verbs 'like', 'find' and "cry" were used throughout the written work. Student lacked the imagination to stretch his or herself to come out with a better storyline in terms of a writer's perspective. If proper discussion were carried out with peers or teachers, the student could be trained to scaffold and come out different possible plots that would be more suited for the title for example a plot where a robbery takes place with the author at the scene of the crime itself or walking back from school alone one night and the story unfolds from there to bring about a frightening experience.

In terms of language errors in the written work for Samples C, D, F and G (see Appendix IC, ID, IF and IG) common threads of mistakes were seen all samples like spelling mistakes, spelling of word using the Malay language for example 'hobi' in malay instead of the word' hobby' in English in sample C (see Appendix IC). Wrong use of preposition in sample F (see appendix IF) for the sentence 'I wake up in 5:15

am', it should have been written as 'I wake up at 5:15 am'. Sample G exhibit the most number of mistakes in terms of language as compared to the other samples mainly because of having the most written word count. Basically this shows a trend that Malaysian young students have a tendency of committing common language errors across the board from the age of 6 to 12. Translational errors from L1 is evident in the confusion of spelling of words and sentence construction that is directly translated from their L1 for example in sample F (See Appendix IF) starting a sentence with 'It has many..' and the use of time frame at the beginning of the sentence 'Every morning I wake up....'

SAMPLE F

SAMPLE G

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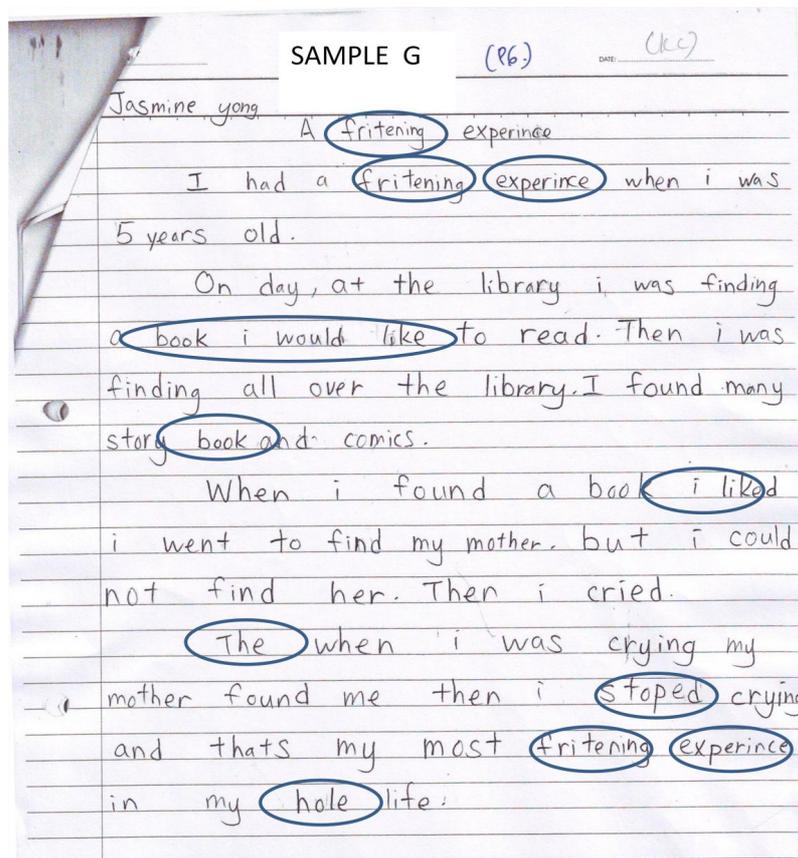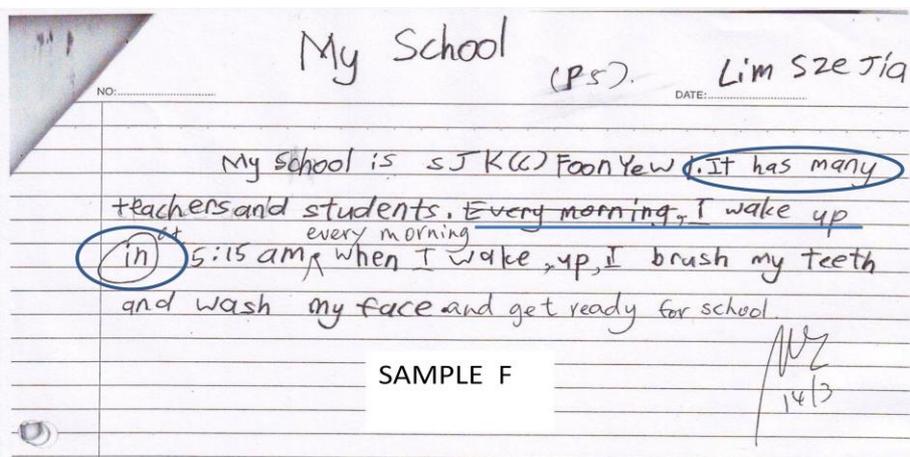
3.3   Summary Pre-Analysis of Sample Students' Writing

In general all students from sample A to G have exhibited generally low content generation of the pre-writing topics given. The word count ranges from 24 to 86 written words. One of the reasons why students write poorly in terms of content and organization is their lack of practice in generating ideas and verbalizing these in English (Wu, 2003). The four samples from A to E exhibited weakness in generating ideas, the content for all four samples covers a basic content of their selves with standard names, address, school name and hobbies. Other than sample D, the rest used very basic English words and showed the lack of vocabulary to express their respective ideas in their written work. Only sample G was able to write a full length story of 86 words with a basic introduction, body and conclusion to the title "A Frightening Experience". The rest of the samples were only able to write in sentences to complete the written pre test writing.

In terms of the language ability of the students' work, some samples show common L1 translational errors in some of their sentences. A very common usage of tenses by Chinese students is present tense as the Chinese language does not actually have tenses so based on translation students often only use the simple present tense based on a direct translation from mandarin. This is evident in sample B where 80% of the sentences are based on a simple present tense usage only. Both samples C and D were spelling words like hobby as "hobi" and subject as "subjek" which are Malay words. This is quite common as Bahasa Malaysia or Melayu is the national language and it is used as the national curriculum official language. Table 2 below shows the summary of the errors committed in the seven written samples in general.

Error Type	Sample							Total Count Error Type
---	A	B	C	D	E	F	G	---
Word Choice	1	1	1	1			1	5
Verb Form			1					1
Verb Tenses		3				1		4
Preposition				2		1		3
Word Order		1				1	2	4
Articles			1			1		2
Spelling		1	2	1			3	7
Punctuation	1		1					2
Singular/Plural		1	2		1		1	5
	2	7	8	4	1	4	7	

Table 2

Note : The Error is based on the no of count

All seven samples represent EFL learners from the age of 6 to 12. Overall they have showed that they dislike writing in general and more importantly in terms of writing in English possess a problem for them in terms generating content and the language used. The students lack the intrinsic motivation and the skills to write and this causes a problem in secondary school once essay writing becomes a testing component in schools. Therefore, depriving the young EFL learners of a structured writing process during the crucial years of language development which is from 6 to 12 would prove to detrimental for EFL learners especially when writing is considered an important productive output skill for English language learning.

4.Implementation of Process Writing Approach and Strategies

This study was carried out at ELW centre where students are exposed to the 4 skills learning as part of a holistic language learning approach. The writing session are designed to be an individual component as part of the curriculum to give the students the maximum benefit of learning writing.

In designing this 4 skills holistic curriculum, several factors were taken into consideration. One of the main factors was to ensure a child that goes through the program sees an overall improvement in language usage. Therefore a framework for

this was designed in late 2009 that led to the development of the new curriculum and the implementation of process writing approach into the writing session.

Figure 3

The framework as shown in Figure 3 above is an integrated 4 skills model that was designed by ELW to provide a child a holistic language learning experience. The framework itself sees the overlapping of the 4 skills to provide an integrated syllabus and the continuous cycle around the 4 skills shows a continuous learning of the 4 skills in the curriculum. This is anchored by tools like vocabulary, grammar and comprehension to be an important part of the integral framework. In this study we will only focus on the effectiveness of the writing component of the curriculum where process writing is anchored as a teaching method. The writing class for this study was conducted once a month for 2 hours as shown in figure 4 below. This study was carried over a period of 1 year across all levels from primary 1 to 6 and 32 sample students were monitored on the effectiveness of the writing class.

ELW Holistic 4 Skills Curriculum - 2010 Primary Level

	Week 1	Week 2	Week 3	Week 4
	Homework	Homework	Homework	Homework
2 hrs	Grammar/Vocab	Vocab List for Spelling	Grammar/Vocab	Writing
	Listening (30 to 40 Min)	Reading (30 to 40 Min)	Speaking (30 to 40 Min)	
	Vocabulary			Writing(Essay, Sentence Construction or Storyboarding)
1 hr		Comprehension/ Vocabulary	Grammar/Sentence Writing	
	Grammar/Sentence Writing			
		Homework	Spelling	Homework

Figure 4

4.1   Instructional Strategies for the Writing Class

In adopting process writing approach, several factors needed to be considered for its successful implementation and whether all the stages involved can be applied to young learners in this particular sample group. As most studies involving process method were implemented for teenagers, college students or for academic purpose thus far. Kroll (2001) defines process approach as follows: The "process approach" serves today as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their revolving texts. (pp. 220-221).

Hence a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting. In engaging the young EFL learners through a cyclic approach, a review of the stages in process writing was carried to design specific activities and skills to be implemented in the writing class. Furthermore,Trupe (2001) mentions that to

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incorporate process instruction in our classes, the following points would need to be considered;

• Ask students to do a lot of writing, but don't make every assignment count for a grade. Read some student texts as a "real" reader, responding to content without seeking to correct it. Malaysian's EFL classes tend to focus on a single short approach to writing mainly focusing on the end product of the written work. This has led to students being disengaged in writing something that has to be considered in this study. Therefore, for this study this consideration would need to be factored in with implementation of mini-writing task for students to increase writing fluency and not focus on a single output only.

• Give students some class time to start brainstorming on a writing topic after you have given an assignment. As little as 5 minutes can be effective. This would be difficult to adopt for learners aged 6 to 9 but this time is a crucial stage to help students express their thoughts and also to clarify understanding on the assignment given. It is also a time for teachers to scaffold students into the writing assignment. For younger students who still cannot verbally brainstorm, simple mind maps can be used with teachers scaffolding the brainstorm session through the 5W (Who, What, Where, When, Why) and 1H (How) questioning technique. This serves well as young learners are usually known to be visual learners, therefore registering their thoughts and interpretation visually using mind maps would be engaging.

• Encourage a variety of prewriting and planning strategies. Students sometimes need to do some writing before they know what their thesis will be. Some students work well from an outline, clustering, or creating a tree diagram. Others may benefit from generating a series of questions they have, or think their readers will have about their topic. Yet others benefit from visualizing a scenario in which they communicate the information (like a television news report or speech in a courtroom). Others can visualize by drawing scenes. This is often a stage that is skipped in Malaysia EFL context where teachers mainly focus on the writing task at hand to obtain the end product of a written work. The key is to design pre-writing activities that are

contextual for students to be engaged and be exposed to a variety of writing. This factor needs to be considered in this study during the implementation stage. Student must be engaged in various lead on writing activities that eventually leads to the final written work.

• Assign students to peer groups to give each other focused feedback on drafts. Prepare some guidelines for peer responders, so that they can look for specific textual features, and ask them to provide written feedback to the student authors. Peer group sessions can be held in class, face-to-face out of class, or in a computer environment (email, bulletin board,etc.). Feedback serves as an important component for process writing implementation during this study. Young EFL learners in age groups from 6 to 12 would not be able to fully carry out peer feedback. Feedback on drafts is mainly carried out by teachers and this process is particularly important for young learners as the feedback interaction between the teacher and student would create a channel for communication and clarification for the students in the class itself. Often at times students would like to express an idea or sentence in English, but has difficulty doing so as they need translation help or the sentences contain translation errors. This stage is critical and has to be carried out in class in order to benefit the students' writing process. Malaysian EFL teachers often give written assignments in class and later collect them to mark at home. They often correct the written work based on their own interpretation instead of understanding the students' actual ideas and intentions. This can be overcome with the efficient use of this stage in writing classes.

• Encourage students to ask you questions about their writing as they are working on papers. The process writing stages during the feedback and draft revision stage allow for students to ask teachers questions about their writing. Students can also be encouraged to ask questions during the brainstorming session to seek clarification on the ideas they might have on the task given.

• Practice formative assessment. It is a reflective process that intends to promote student attainment. Cowie and Bell (1999) defines it as the bidirectional process between teacher and student to enhance, recognize and respond to the learning. This

form of assessment is not normally adopted in Malaysia EFL teaching as the focus is on marking and giving a summative assessment of the final written work. This leads to weaker students not being motivated to write. With the different stages of process writing it gives teachers many platforms to practice formative assessment in recognizing students' improvement in the various writing stages therefore slowly building students' confidence in writing over time.

• If at all possible, schedule brief face-to-face conferences for discussion of student writing. Consider framing your comments in terms of questions like, "What do you mean here?",or "Can you tell me more about this?", rather than in evaluative statements. It is most suited during drafts and the editing stage to adopt the face to face conference with the students directly. When students produce multiple drafts of an essay, you can hold them to very rigorous standards for the final product.

• Weigh end-of-semester revisions and writing more heavily than early writing when you determine the final grade.

• Introduction of portfolio for final assessment. This is most suitable for young EFL students to ensure all the writing activities carried out are filed as a portfolio to be counted as a final assessment. This allows for tracking of their progress and for students to reflect upon their work and progress made throughout the writing class over a period of time instead of grading based on a mid or year-end review.

In reviewing some of the points to be considered in the process writing stages, this study then went on to design specific activities for the various stages to be implemented specifically for this study.

4.2 Process Writing Implementation and Strategies Used

The Process Approach Model comprises of eight stages (Steele, 2004): Each stage of the model was reviewed to identify activities and tools that were appropriate for implementation of the writing curriculum at ELW for the purpose of this study.

Stage one (Brainstorming)**:** This is generating ideas by brainstorming and discussion. Students could be discussing the qualities needed to do acertain job. Brainstorming can be carried out as two forms: (1) To have students from age 10 to 12 carry out discussion and list the points down on the white board (2) For younger EFL students age 6 to 9, mind maps are used in the brainstorming process as they serve as an appropriate scaffolding tool and also a visual recording of their ideas to be used later in the process writing stages. For the ELW implementation at this stage of the study we used both mind maps and brainstorming depending on the age group of the EFL students.(See Figure 5). Students at this stage were expected to present their ideas through verbal presentation. The same speaking skills were also enforced at stage 5 of the process writing for the purpose of this study to show the correlation between speaking and writing.
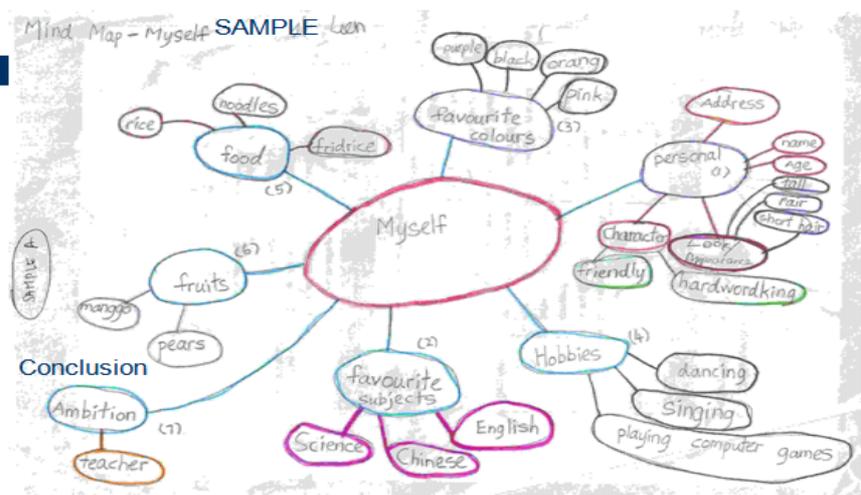
Figure 5

Stage two **(**Planning/Structuring)**:** Students exchange ideas into note form and judge quality and usefulness of the ideas. This can be lead by teachers initiating a series of sharing among the students and have students evaluate the ideas. The same method could be carried out similarly with the mind map and brainstorm session where points

registered into note form or using the whiteboard to judge the quality and usefulness of the idea by striking it out on the whiteboard and later get students to copy down the points into note form. For this study, involving young EFL learners ages ranging from 6 to 12 at this stage is to be led by teachers to help students evaluate their ideas together using the whiteboard as at this age group learners are cognitively too young especially the 6 to 9-year old students to independently evaluate and exchange their ideas. For the purpose of this study, students are taught to elaborate their ideas into simple sentences next to individual idea bubbles generated by students.(See Figure 6)
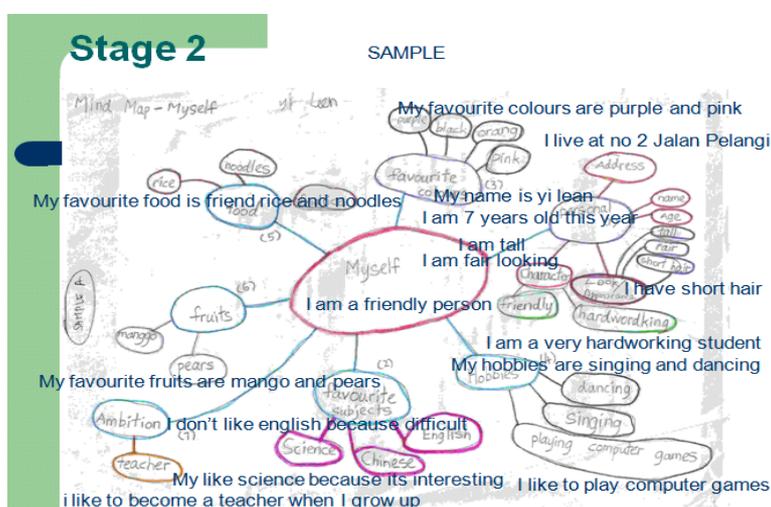
Figure 6

Stage three (Mind mapping)**:** Students organize ideas into a mind map, spidergram, or linear form. This stage helps make the hierarchical relationship of ideas which aids students with the structure of their texts. Students use the mind map to organize the ideas listed in stage one into introduction, body and conclusion of the story written. Therefore, the same mind map is used from stage one instead of redoing another mind map for the purpose of this study. (See Figure 7)
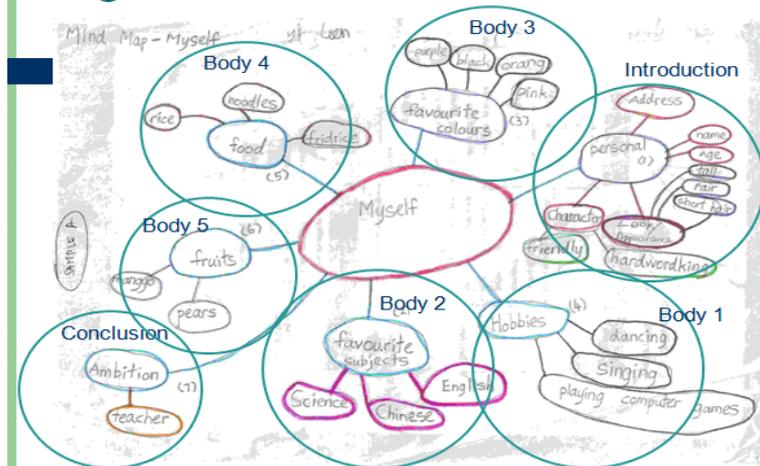
Figure 7

Stage four **(Writing the first draft):** Students write the first draft. This is done in the class frequently in pairs or groups. At this stage, the study incorporated draft writing into 2 stages; stage 1 for weaker and younger EFL students to construct sentences made based on the points listed or simple sentences (See figure 8 below). Whereas during stage 1 and stage 2 students aged 9 to 12 wrote their first drafts in paragraph form.

Figure 8

Stage five **(Peer feedback):** Drafts are exchanged so that students become the readers of each other's work. By responding as readers, students develop awareness of the

fact that a writer is producing something to be read by someone else and thus they can improve their own drafts. For the purpose of this study, this stage five has been redesigned to include to the following:

The young EFL learners ages 6 to 9 in this study were asked to read the draft aloud in class to allow other students and teachers to evaluate and respond to the students' work after the reading. The purpose of reading aloud for this group was due to the fact that this age group was too young to handle draft exchanges and they would need the teachers' guidance to ensure they fully benefit from this stagehand also ensure full class engagement.

For the EFL learners ages 10 to 13 in this study would be asked instead to do a prepared speech presentation of their first draft as to allow their peers and teacher in class to evaluate their speech and its content. Details of the format will be discussed in the next section.

Another aspect of getting learners to verbalize their thoughts and ideas through reading aloud or speaking is to give them the confidence to express their ideas. This utilizes the full circle of generating an idea, registering it on paper and expressing it verbally. A study on China ESL college students was conducted in 2007 that showed the correlation between the ability to speak and write. The study conducted showed that students who are able to speak more can actually write more in terms of total number of words (TNW). (See figure 9 below.) As the targeted group was Chinese ESL students with their first language being Mandarin, they matched the profile of the group of students under this study except of the age differences. Therefore, stage five was crafted to give students the training to verbalize their written drafts and ideas in class with the intention of eventually improving their fluency in writing through improving their speaking skills.

Relationship Btw Speaking and Writing for ESL College Level Students

Spoken Sample

Students Ranking	TNW
1	119
2	85
3	53
4	64
5	89
Mean	82
6	20
7	28
8	14
9	30
10	16
Mean	21.6

Written Sample

Students Ranking	TNW
1	784
2	619
3	685
4	596
5	717
Mean	680
6	371
7	514
8	450
9	875
10	653
Mean	572.6

Note : TNW-Total Number of Word

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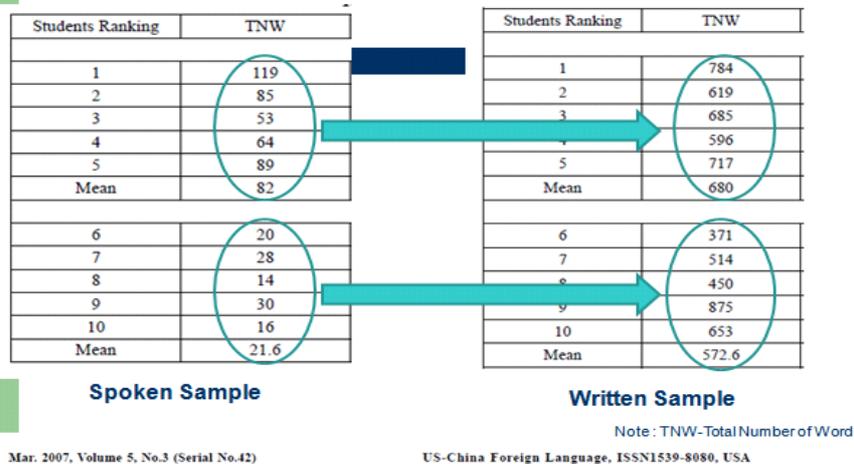
Figure 9

Stage six (Editing): Drafts are returned and improvements are made based upon peer feedback.

For this study, editing is done in the classroom itself with consultation with the young EFL learners face to face. This approach was chosen instead of the conventional marking the written work at home as is normally done. The communication between the teacher and student is lost when the edited written work is returned without checking on the real intent of the writer. Often at times students just receive the edited written work with no explanation on the corrections made. More is said about the students' grammar and spelling errors identified in their written work. The teachers in this study would need to move around the class and do editing while in discussion with the respective students in clarifying his or her thoughts and identifying their mistakes for correction by students. Often at times young EFL learners would struggle with their mother tongue translation errors in terms of sentence structure in expressing their ideas on paper so a face to face discussion with the teacher would help address and correct these problems as editing is done together with the student.

Stage seven (Final draft): A final draft iswritten.At this stage students submit the final draft with all the errors corrected to the teacher for a final evaluation.

Stage eight (Evaluation and teachers' feedback)**:**Students' writings are evaluated and teachers provide a feedback on it.

The following activities and strategies were implemented during this study to evaluate the effectiveness of enhancing and redesigning the various process writing stages. In reviewing the process writing stages to improve students fluency and accuracy, the study went on to evaluate the effectiveness of integrating a structured reading curriculum to further enhance the students' fluency and accuracy in writing to complement the process writing method implemented during this course of study.

4.3   Writing and Reading Relationship

In 1983, Stotsky published a review of correlational and experimental studies that investigated reading and writing relationships. Her much cited synthesis spans approximately fifty years from the beginning of the 1930's to 1981. Correlational studies to that time showed that "better writers tend to be better readers (of their own writing as well as of other reading material), that better writers tend to read more than poorer writers, and that better readers tend to produce more syntactically mature writing than poorer readers" (p. 636). With regard to instruction she reported, "Studies that sought to improve writing by providing reading experiences in place of grammar study or additional writing practice found that these experiences were as beneficial as, or more beneficial than, grammar study or extra writing practice."Rubin and Hansen (1986) propose a similar explanation for the reading-writing relationship. They identify five common areas of knowledge shared by reading and writing. Their explanation is similar to what Tierney and Pearson and Eisterhold (1983) propose because they assume that knowledge gained in one domain is expected to enhance knowledge in the other. These areas are:

1. Information knowledge, including topical knowledge, grammatical background, and vocabulary. They suggest that information gained in reading might be used as a source for writing.
2. Structural knowledge, including the organizational patterns of the text (paragraph forms and conventional genres) that readers and writers recognize to either comprehend or construct meaning.

3. Transactional knowledge, indicating that writing is used as a means of communication between writers and readers. In this case, readers consider the writers' purpose in constructing the text and writers consider readers' needs.

4. Aesthetic knowledge, indicating the common devices, such as style or topics, favored by readers and writers. "A certain alliterative style, the way a single interjection focuses an entire paragraph, or the relative length and stress patterns of consecutive words all echo in readers' and writers' ears and affect their choices" (pp. 167-168).

5. Process knowledge, referring to the common elements of processes that readers and writers use to arrive at the meaning. This was discussed in detail above.

Other researchers propose relatively similar views of the reading-writing relationship. For example Savage (1998) suggests three areas for the reading-writing connection. His areas are not different from the literature discussed above. His areas include: meaning connection, language connection, and instructional connection. The first two areas of relationship have been mentioned before by other researchers (Tierney & Pearson, 1983; Eisterhold, 1990; Tierney & Shanahan, 1991). The instructional connection has also been proposed by Shanahan (1988) in which he suggested seven instructional principles for teaching reading and writing together in the classroom. Briefly these principles are:

1. Both reading and writing need to be taught.
2. Both should be introduced from the earliest years.
3. The relationships between reading and writing need to be emphasized in different ways considering the developmental stages of the students.
4. The reading-writing relationship must be taught explicitly.
5. The process relationships should be emphasized.
6. Meaning making between reading and writing should be stressed.
7. Reading and writing should be made purposeful through teaching them in context.

The aforementioned research explained the different aspects that make up relationship between reading and writing. Therefore for this study, a structured reading curriculum was designed to complement the teaching of writing skills. It serves as a tool to develop the EFL students' language abilities to complement the fluency in writing through process writing implementation.

Although ELW has a library facility with some 800 books to loan, the students were not fully utilizing it and for those who took the books home, parents' feedback indicated that most of the time there was no one to run through the books they read, therefore making the reading program not effective. One of the most effective ways to improve a students' writing is through designing a good intensive and extensive reading program in the curriculum. Most students do passive reading and therefore are not trained to transfer their reading in terms of vocabulary learned and phrases into their writing. Therefore, a built in self-reading time was designed into the tutorial curriculum and all students would read the same storybooks in the classroom with the guidance of the teachers. A series of story books were used in the classroom and students would need to read during the allocated 40 minutes of reading time. On top of that a journal was introduced into the reading program for students to summarize what they have read and also to list down new words they find in the books. The summarizing activity would train the students in their comprehension skills. Teachers would then go through the meaning of these words and students would then write sentences to practice remembering and using the new vocabulary learned. (See Appendix III for Sample Reading lesson plan and Writing Journal Template). EFL students under this study group underwent the reading framework shown in figure 10 below. The content learned during reading and journals were repeated in context during the writing classes so as to improve their writing skills.
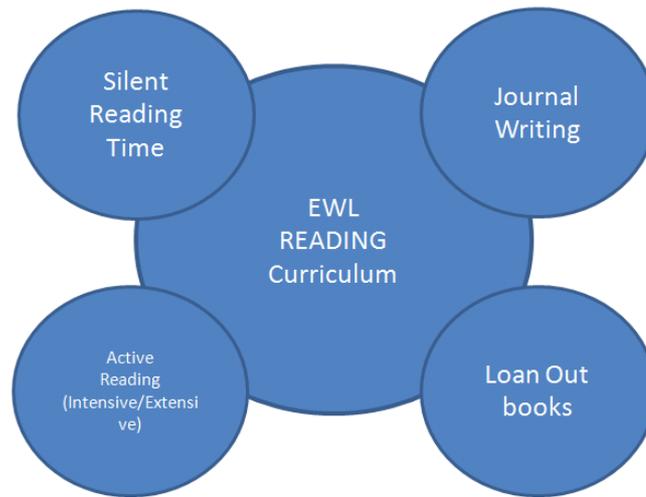
ELW Reading Framework Rev1 2009

Figure 10

5. Research Methodology

5.1 Participants

After establishing the instructional strategies for this study. A total of 32 students were selected from the age 6 to 13 to undergo this study to determine whether with the new instructional strategies built into the writing class would be able to increase the students' fluency and accuracy in writing over a period of 12 months. The 32 students were selected from a population of 160 students registed with ELW at the point of study and there is a fair mix of gender in the sample study group of 32 students identified. 90% of the students selected were from Chinese Medium Schools where the first language is Mandarin and the other 10% of the students were from national medium schools where Bahasa Malaysia or Malay is the first language. The Chinese medium students represent the largest proportion of private students learning English in private centres throughout Malaysia and even in ELW where the study was conducted. Therefore, justifying the proportion of student participants' ratio selected in this study. The age group of 6 to 13 for the participants were decided upon based on the fact that students in this age group were not evaluated in essay writing in schools, therefore the study wanted to also break the myth of children in Malaysia not being able to write until they reach secondary schools where they are formally assessed.

5.2 Instrumentation and Procedure

Pretest and posttest in the form of essay writing were employed as instruments to measure students' writing proficiency level in terms of fluency and accuracy. Accuracy is the ability to avoid error in performance, possibly reflecting higher levels of control in the language. And fluency "concerns the learner's capacity to produce language in real time without undue pausing or hesitation. It is likely to rely upon more lexicalized modes of communication as the pressures of real time speech production are met only by avoiding excessive rule-based computation." (Skehan, 1996: 22).

The initial writing proficiency level of the 32 students was investigated by a pretest in the form of essay writing to determine the number of words written during the entrance test and time given for the test was 1 hour for students to write an essay on the topic given. The 32 sample students would then move on to be in their respective classes based on the level assigned to them. The list of students and their pretest results are shown in table 3 below.

Each student in the experimental group needed to possess one notebook with her or his name on for journal writing. They were encouraged to write journals based on the story books covered during the reading session. All students in the experimental group would then go through the same process writing teaching method as mentioned in the instructional strategies section in this paper earlier. Each writing class would take 2 hrs per session and it's carried out once every 4 times when a student attends an English Tutorial class at ELW. In total over a period of 12 months of study each participant would have attended a total 12 writing classes for the purpose of this study. The posttest would then be based on an annual exam conducted at ELW where an essay writing component is tested. The 32 students mid-year written essay work would be taken for this study as a posttest measure of fluency and accuracy as compared to the entrance test written work.

Another component that was measured from this group of students was the no of spoken words per minute registered during the peer feedback and brainstorming session where students were exposed to speaking activity through prepared speech or

impromptu exercise to get students to verbalize their writing ideas. For this component all 32 students' spoken words per minute was measured as a posttest as an indicator to show the correlation between speaking and writing skills. There was not pretest data to show the no of spoken words initially as the entrance only tested evaluated the student reading ability of a short passage, therefore no comparison was available.

S/N	Name	Level	Pretest (No of Words)
1	Tanaka Iliya	P1	0
2	Tom Chai You Xing	P1	0
3	Natalie Chin	P1	0
4	WoongZu Qing	P1	0
5	Ng Lee Xuan	P2	4
6	Lai Sai Hong	P2	20
7	PohYunRu	P2	36
8	In ShaoXuan	P2	24
9	SyahmiAkmal	P3	104
10	Lee Cha Xing	P3	38
11	Ismail B Ibrahim	P3	49
12	Lim Qing Hong	P3	26
13	Samantha Siow Wan Ying	P3	88
14	Chan Yong Shi	P4	85
15	LohTze Siang	P4	46
16	AfiqSyahmi Ally	P4	71
17	Emily Khor Yu Shan	P4	61
18	Lai Jia Jun	P4	58
19	Pang Yan Rou	P4	31
20	Lim SzeJia	P5	33
21	Chan MunXuen	P5	36
22	Abigail	P5	100
23	Nicholas Loh	P5	114
24	Guice Yi Xiang	P6	123

25	OoiKhangTinh	P6	95
26	Shawn Ee	P6	24
27	Cheah Yong Yin	P6	99
28	Cassandra Chi	S1	207
29	Reene Wong XinTheng	S1	130
30	Glenn Gan Shi Jie	S1	63
31	Jasmine Yong	S1	83
32	Jeff Lai Pin Nean	S1	133

Legend: P – Primary, S – Secondary

Table 3

Based on the pretest written essay, it can be seen that students' total number of words (TNW) ranges from 0 to a maximum of 207 words. The youngest EFL students in this study group could not write at all as they submitted blank worksheets after the entrance test. Table 4 below shows the average no of words produced by the different levels of students from the sampled group.

Level	Ave No of Words
P1	0
P2	21
P3	61
P4	59
P5	71
P6	85
S1	123

Table 4

5.3 Findings and Discussions

Since fluency tends to hinge on more lexicalized modes of communication (Skehan, 1996: 22), writing fluency in this research was measured through the writing speed

(the number of words produced within a limited length of time) and the degree of task completion.

5.3.1 Impact of implementing process writing method to increase writing fluency

The pretest data taken from the sampled students are shown in table 3 above and by level their average no of words are shown in table 4 respectively. With the implementation of process writing method and focusing on idea generation tools like mind map and brainstorming. A posttest was conducted 12 months later during a mid-term examination where the sampled students written work were taken to study the impact of process method implementation. Table 5 (see Appendix IV) shows the comparison between the sampled students pretest and posttest essay and the total no of words for each test conducted. With exception of one particular student in primary 6 Cheah Yong Yin registered a drop in fluency, the rest of the students registered a percentage increase in fluency ranging from 8% to 900%.

Furthermore, the difference in the average number of words written by the students in the sampled group between the posttest and pretest showed significant improvement as shown in table 6 below. The lowest number of average word increase registered is from the primary 2 level with 18 words (80%) and the highest average word increase is from the secondary group with 243 words (198%). This implying that the writing pace or fluency of the students in the sampled group has improved to a certain extent through the implementation of process writing method.

Level	Pretest	Posttest	% Increase of Ave No of Words	Difference in Ave No of Words
	Ave No of Words	Ave No of Words		
P1	0	23	NA	23
P2	21	39	86	18
P3	61	127	108	66
P4	59	128	118	69

P5	71	152	114	81
P6	85	130	52	44
S1	123	367	198	243

Table 6

5.3.2 Impact of implementing speaking activity during brainstorming and feedback increase writing fluency

A pretest was conducted on the 32 sampled students 12 months later to record the no of spoken words per minutes. The purpose of this was to show the correlation between the speaking ability of the students to the writing fluency. The speaking activities implemented during the brainstorming and feedback stage was expected to increase the fluency in writing so as to establish that students who are able to verbalize their thoughts on their writing would be able to write more fluently therefore linking the two productive skills as a necessary component in the process writing method in this study. The data compiled was not able to show a distinct correlation but there was evidence of students who were able to speak more had a better increase in the fluency of writing from the different level of groups tested from the sampled student group (for breakdown by individual student see Appendix V). Table 7 below shows the average number of words written as compared to the average number of spoken words from two tested components Impromptu and prepared speeches.

Level	Pretest Ave No of Words	Posttest Ave No of Words	% Increase of Ave No of Words	Difference in Ave No of Words	Impromptu Speech Ave TNW Per Min	Prepared Speech Ave TNW Per Min
P1	0	23	NA	23	16	31
P2	21	39	86	18	25	47
P3	61	127	108	66	26	107
P4	59	128	118	69	43	66

P5	71	152	114	81	30	96
P6	85	130	52	44	91	77
S1	123	367	198	243	27	74

Table 7

From table 8 it can be seen that the upper primary group of students from Primary 4 to 6 in general has in general able to speak 55 and 80 words respectively for the two tested component and the average number of written words are higher correspondingly as compared to the lower primary group.

	Impromptu Speech TNW Per Min	Prepared Speech TNW Per Min	Ave No of Words Pretest	Ave No of Words Posttest
Lower Primary (P1,P2,P3)	22	62	27	63
Upper Primary (P4,P5,P6)	55	80	72	136

Table 8

In the upper primary category there was a student Cheah Yong Yin whose posttest no of words was 78 as compared to a pretest of 99 words, this was the only student who suffered a drop in written fluency and his spoken no of word for impromptu and prepared speech was 15 and 40 words respectively. This is way below the average performance of the young EFL students from the lower primary group.

Another encouraging data is the primary 3 EFL group of students whose average pretest and posttest words are 61 and 127 respectively. The group written fluency and percentage increase are comparable with the older upper primary EFL students. The group also has the highest number of prepared speech average number of words at 107 which are higher than upper primary group of 80 words per minute. This data implies there is a correlation between the number of written words to the number of spoken words as both the speaking and writing are productive skills, therefore implementing speaking activities to verbalize writing ideas during the process writing

stage would have a positive effect of improving fluency in writing. More data would be needed in order to ensure the correlation between the speaking and writing skills are conclusive.

5.3.3 Impact of implementing reading curriculum increases vocabulary level in written work

In terms of leveling up or increase in vocabulary usage, a comparison of pretest versus posttest written essays were analyzed to determine whether a structured reading programme and journal writing would improve students' vocabulary. Some of the sampled students' journal work can be seen in (Appendix VI) where students do a simple summary of the book read and identify glossary that were difficult to understand from the book. Students would then check the meanings of the word and record it down in the journal. Some students were asked to construct sentences from the glossary. All these are to encourage applying the new vocabulary learned in their spoken or written language.

The overall data compiled on this study showed that the sampled students had an increase in vocabulary level. The average usage of larger vocabulary increased from 0.75 from the pretest to 3.03 in the posttest across the level.(See Table 9 Appendix VII). By levels the students showed improvement in the large vocabulary usage but not as much as those shown in the upper primary group as it is expected for this group to do better as they are cognitively more mature. Table 10 below shows the breakdown of vocabulary usage by level through the implementation of the reading programme during the course of this study.

Level	Pretest Ave No of Vocabulary	Posttest Ave No of Vocabulary
P1	0	1.75
P2	0.5	1
P3	0	1

P4	1	4
P5	1	5
P6	2	4
S1	2	5

Table 10

In terms of accuracy recorded the study analyses the number of errors in the category of wrong use of word choice, verb form, tenses, preposition, word order, articles, spelling, punctuation and singular/plural error. Based on the number of error count recorded in the pretest and posttest (see Appendix VIII), 13 students or 40.6% of the student registered a drop in their error count despite having an increased in the number of written words or fluency. As the posttest was measured as a form of a written test, 100% accuracy was not expected as compared to the usual process writing classes where drafting and editing were involved. Overall the results were encouraging that accuracy of the written work does improve in tandem to the fluency. Table 11 below shows the comparison of the overall fluency of the study group versus the accuracy recorded for the 32 students during the study. The students' accuracy decreased by 12% or 1 additional error but showed vast improvement in terms fluency in writing.

Pretest Ave No of Words	Posttest Ave No of Words	% Increase in Fluency
61.9	143.9	132%
Pretest Ave No of Error Count	Posttest Ave No of Error Count	% Increase in Accuracy
6.5	7.3	-12%

Table 11

This data implies that at the micro level of the study, 13 students or 40.6% of the students improved in their accuracy of writing through process writing method and

the vocabulary level has also improved based on table 10. Therefore, the reading curriculum implementation does have an impact of improving the vocabulary and accuracy of writing.

5.3.4 Suggestions for Further Research

Another area to look into was to conduct a pre and post survey among the participant to gauge students' feedback on the classroom teaching effectiveness and also evaluate whether students were satisfied with their progress and also to gauge whether their interest in writing has improved through the use of process writing method in their classroom. In terms of accuracy measurement, marks can be allocated with standardized marking scheme across the different level to evaluate the improvement in writing in terms of overall content and language other than the fluency in writing among young EFL students. A further study on the whether the vocabulary increased during the posttest are words learned through the journal writing process specifically as in indication of the effectiveness of the journal writing and reading curriculum. A more comprehensive study could have been carried out for the speaking skills to incorporate a pre and post test for speaking to track the correlation between the percentage increase in both the skills for a child. This was not conclusive in this study where a distinct and clear pattern were not observed.

6.Conclusion

This study has shown that young EFL learners from the age of 6 to 13 do benefit from process writing method. With many research in this region focusing on college students for the use of this method. This paper has gone on to show that young EFL students do benefit from the rigour of the process method and have been able to increase their fluency in writing. This study has further showed that the implementation of speaking and reading activities does complement the process writing stages and therefore give students an overall increase in fluency and accuracy in their written work. This study has given detail strategies used in implementing the process writing method with 32 EFL Malaysian students from the age group of 6 to

13, it has shown significant results in terms of percentage increase of fluency as the overall group registered a 132% increases in the no of words written words. (Pretest Ave No of Words : 61.9 and Posttest Ave No of Words : 143.9). In terms of average usage of larger vocabulary, the data was positive showing an increase from 0.75 vocabulary words to 3.03 words registered in the posttest across level. Accuracy in writing another key consideration for EFL teachers in Malaysia was addressed in this study when 13 students or 40.6% of the students registered a drop in their error count despite a 132% increase in the word count. Therefore, the study was able to show that process writing method is able to enhance both the fluency and accuracy of young EFL learners in Malaysia providing reasonable data to encourage implementation of this method from young instead of the current belief that it is more suited for post secondary and tertiary level students in Malaysia.

Writing skill is a significant component of an EFL young learners' language developmental stage. Therefore improving the fluency and accuracy to cultivate interest in writing among young EFL Malaysian learners is a research well worth doing. It is hopeful that this study has made a small but significant contribution to understanding of improving writing fluency and accuracy among young EFL students in this region.

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APPENDIX I: Pretest Sample Written Essay by Students

APPENDIX IA:

Write its

NO: 6 years old (k2) Poh Yun Ru DATE: 6-12-2009

1 My Name is Poh Yun Ru
2 I am six years old this year
3 My teacher's name is Jiva
4 I study in CEC
5 I have eleven friends in my class
6 My best friend is Taylor
7 I Love my Teacher

SAMPLE A

APPENDIX IB:

NO: In Shao Xuan   DATE: P1

My Self
My name is In Shao Xuan
In Go to Sjk cc woon Hu
I lives in Taman Palai Flor
I am seven yers old
I have four member in
My family

SAMPLE B

APPENDIX IC:

No: Emily Khor Yu Shan (P2 - 8years old)   DATE:

Myself

Hobby Hobbies	Hello, My name is Emily Khor Yu Shan. I am in year two, I have no brother and sister. My Hobi is reading and swiming. I like to go to the garden. My school is SJK(c) FOON Yew 1. My school have an Japaness garden. So I like to go to school and I like my friends too. My house is at 192, Jalan Sri Pelangi, Taman Pelangi 80400 Johor.

SAMPLE C

APPENDIX ID:

No: 12, jln Bersatu, Corc, Twn Sri Seha   DATE:

Myself

| Glenn Gan shi Jie | My name is Glenn Gan shi Jie. I am nine years old. I study in SJK(c) Foon Yew 1 3J class. My hobby is keeping pets, my pets are Dalmation puppy, rabbit, hamster, goldfish, Angelfish, Green tortois and silver dollar fish. I was born in Johor Specialist. My birthday is at May 29.
    I live at Taman, jalan Bersatu, Jorong/Z Taman Seri Setia. My favorat Subjek is science. |
|---|---|

SAMPLE D

APPENDIX IE:

Myself   SAMPLE E   DATE:

1. My name is Shawn Ee (P4)

2. I am ten years old

3. I don't like to eat a lot of food.

4. I don't have any hobby

APPENDIX IF:

My School   (P5).   Lim Sze Jia

NO: DATE:

My school is SJK(C) Foon Yew 1. It has many
teachers and students. Every morning, I wake up
at   every morning
in 5:15 am. when I wake up, I brush my teeth
and wash my face and get ready for school.

SAMPLE F

APPENDIX IG:

SAMPLE G (P6.) DATE: (Ucc)

Jasmine yong

A (fritening) experince

I had a (fritening) (experince) when i was 5 years old.

On day, at the library i was finding a (book i would like) to read. Then i was finding all over the library. I found many (story book) and comics.

When i found a book (i liked) i went to find my mother. but i could not find her. Then i cried.

(The) when i was crying my mother found me then i (stoped) crying and thats my most (fritening) (experince) in my (hole) life.

APPENDIX II Posttest Sample Written Essay by Students

APPENDIX IIA

Poh Yun Ru   mid-term

You may begin your story like this:

Jon was jogging in a park one day. He saw two boys was disturbing a puppy. One of the boy use a stick to beat the puppy. The another one use a water gun to splash the puppy. John was very angry. He go up and scold the two boys. When the two boys saw him, They run away. John chased the boys and bring them to the police

(60 words)

APPENDIX IIB

Jn Shao Xuan   mid-term

You may begin your story like this:

Jon was jogging in a park one day he see two boys are shout at a dog. He was angrily the two boys and he want to call the police man. The two boys run away.

C: 2/10

L: 3/10

Emily Khor Yu Shan   mid-term.

had a   and hardly had any.
                                              appetite.
Lily was ill and fever. She was weak for four days.
                              too

                go   for
She didn't went to school already five days. She went
                                    to see the doctor.
to the hospital, but it did't open yesterday.

                                        went
        Today, Lily and her mother go to visit the

                        was
doctor. The doctor is a friendly doctor. She gave Lily a

                                              ed   let
sweet and wish her good luck. She opened her mouth to

the doctor. to check her tongue.

                        prescribed her some medicine on
                        paper and passed it
        The doctor write a list to a the nurse. The

        took   and put them in a small
                                              plastic bag.
nurse take some pils and tablets. The doctor tell Lily

he examined Lily prescibed fever and couhe. The nurse

old   to take the medicine according to the time written on
tell Lily about the pil and tablets.   the plactic bags.

                later lily had fully recovered.
        Two days after, she recou. She could play with
                                              can

well her friends again.   12
        (Use additional paper if necessary)   20

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282.   Mid-term.

Name of Student : Glenn Gan   Date : 15-5-11

Composition Title : The~~2b~~ The worst holiday I ever had

~~thought~~
.I always ~~though~~ ~~think~~ holidays ~~are~~ the best. We could rest,
~~were✓~~
and other activities
watch television, et cetera. But soon I knew I was wrong.
~~He✓~~ worse
In fact, this time's holiday ~~was~~ was ~~way~~ worst than school's~~holi~~ days

It all started when I came back from school.and opened

my house's front door. My mother greeted me and said, "Hello!

You're back!", then her face turned grim, maybe murderous and muttered,"

~~I~~But I confiscated all your toys, computer and your favorite — Portable
In the holiday
Play station." I could not believe it! No playing. ~~For~~
(82)
~~The~~ ~~whole~~ ~~holiday~~ ~~months.~~ It was madness! ~~✱~~ And, no
such as
eating at restaurants, ~~much~~ less. McDonalds or Burger King!", my
like
mom ~~ad~~ added, "Money are tight these days!" ~~✱~~, I felt fainting

I ~~wth~~ wished I could change the world. No terrible holidays forever!
commanded
I squeled, "But please, it's holiday......", My mom comanded

me to do house chores, revise homework and more! My mom

also said that time is ~~presiouse~~ precious, better to do
homework
chores or revise work. 154

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I was so angry! I stomped to my room, half way knocking a
~~broke~~   ~~did~~   ~~that~~   ~~could~~
vase over and ~~break~~ it. It ~~dos~~ does not mean, adults ~~are~~
simply make rules and want children to obey them.
~~Other and~~ can sometimes be a jerk!
                                                              day
                                                    Every (time)
    A week ~~past~~ and I already could not take it. ~~Every~~ chores
and eating at home, eating boring vegtables. During midnight, (It's)
I felt it was time to rebel.
~~It was time to go rebel!~~ I sneaked around the house, searching every~~where~~
   to ~~find~~ for my toys
~~williretur of floor~~ and ~~wall~~. I had to get my stuff back!
                    them
And then, I found ~~it~~! My mom hid ~~In~~ them under the sofa!
      took them back into my room and played with them. I had
~~I played   it   in my room   until about   three o'clock in~~
  so much fun until time hit three In the mornig.
~~the morning.~~   Even after my   ended
~~Since then, until finished~~ holidays, my mom still did not
know ~~It~~ that I smuggled them under my bed. (Every night,
I played and played.) ... sentence must be written
 /15   properly.

                    Content — 14/20
                    G & V — 6.5/10
                    S.S — 6.5/10
                    Coherence — 7/10   40.5
                    mechanics — 6.5/10
                                           /60

Shawn Lee   mid-term.

3. You returned home from school to find your living room in a mess.
    Based on the above situation, write a composition of at least 150 words.
    In your composition, make use of the points below:
    • how you felt when you entered your house
    • what you thought had happened
    • what happened in the end
    You may reorder the points. You may also include other relevant points.

One day, I ~~went~~ came home from the school
and saw ~~the~~ my living room ~~was~~ in a mess. Then,
I ~~go~~ went to my mother's room and saw a
thief ~~was~~ in there searching for ~~things which~~
~~are~~ valuables.

Then, I quickly ran to my neighbour's
house to ask~~ed~~ for help. My neighbour quickly
~~dialled~~ called ~~to~~ my parents and also ~~to~~ the police.

After that, we went back to ~~in~~ the house to
see what the thief ~~is~~ was doing. We saw that the thief had
~~took~~ taken a few of my parent's ~~things~~ belongings.

About 15 minutes later, the police ~~had~~
arrived ~~to~~ at my house. The thief heard the
sirens and quickly ran out ~~from~~ of the house. The
police caught the thief and brought him
to the police station.

Soon, my parents returned and thanked
~~for~~ my neighbour's and the police's for their help.

C:10
L:12
22

mid-term

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Name of Student : Lim Sze Jia   Date : 14-5-11

Composition Title : Part 2 continuous writing

One day, Jim was walking home after school, he saw a little kitten in a street corner, It was meowing very loudly as he approached it.

Jim felt so poor for the little kitten, because the little kitten was meowing very loudly, it must be very hungry and maybe its mother go out to find food but its mother can't find the little kitten.

Jim brought the little kitten home. He helped the kitten bath first. Then, Jim feed the little kitten some food and some milk. The little kitten ate very fast because it was very hungry. Jim also prepared a little bed for the little kitten. Jim's mother called the little kitten sweety, because its fur was orange in colour its look like very sweet.

After two months, Jim helped sweety find its mother, but Jim can't find it, so sweety has to be together with Jim and his Family forever until its die.

417   mid-term.

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Name of Student : Jasmine Yong   Date : 15th May 2011

Composition Title : The worst holiday I ever had

I remember that time, when I had the worst holiday. It all happened during my school holidays. My family and I went to Genting Highlands. My father drived his car to Genting Highlands. But unforthenly our car broke down in the middle of the way, and sent the car for a reapare. So, we had to stay at Malacca for two days, because of the car's breake down. We wanted to stay in a hotel, but it was all booked and we couldn't find a place to stay. — So where did you stay

Two days later, the car was finally fixed. We continue our trip to Genting Highlands. But the car was out off gas. We searched for a nearby gas station. Unluckily all the gas stations were full off people. However, the gas stations were full of people.

We had no choice so we queud up. We waited and waited. Then, finally it was our turn. The gas staition's gas tank was empty. They It had to refill its gas. So we needed to wait for a long time. I cant belive that how did you link this from the above paragraph. Finally, we made it up to Genting Highlands. The air was so fresh. We went to our hotel and rested for a while. Then, we went to the outdoor theme park. When we wanted to get in we forgot to bring our member cards. We ran back to the hotel and opened our laugege to find our member card. We forgot to bring them along. Well it was seven To'clock, so we had no choice but we went to eat our first dinner. Our favourite vestront was packed with people. We had to

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queue ∧ to eat. We vent to get a number. Our number was
up

180. We heard that the waitress was calling for number 90. I was

shocked. ~~90 nuber more we chouldn't wait~~. But there was no choice
                    patiently soon the waitress called for
we waited very ~~patently~~, Number 180 ~~the waitress~~ called us. We were

very happy and hungry that we ran into the restawant. I looked
                                                    telling us they were
at the menu, and ordered something. The waitress keep ~~saying~~ sold out,
and many food
~~this~~ was not available. My mother ordered a plate of fried rice.

Well, at least there was fried rice. When I ate the first

bit of fried rice. I felt weird, I saw that the fried rice was

full of bugs. I screamed ~~very~~ loudly. The manager asked me

what was the problem? I said that there were bugs in your

fried rice. My family and I quickly ran out of that place.

That was the worst holiday I ever had.

Contents — 13/20
G&V — 7.5/10
S.S — 7/10
Coherence — 7.5/10
mechanic — 7.5/10   42.5/60

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APPENDIX III Sample Reading Lesson Plan and Writing Journal Template

ELW Reading SOW for Level 1

SOURCE: "I-PEN READABLE - ROBIN

MATERIALS: I-PEN, JOURNAL BOOK

WEEK	ACTIVITIES	DURATION	RESOURCE
Jan - June	**TITLE- The Careless Gnome** READ THE FIRST 2 PAGES or MAYBE 4 PAGES WRITE DOWN THE WORDS FOR GLOSSARY MEANINGS GIVEN TO MAKE SENTENCES TO BE DICTATED- STUDENT WRITES IN THE JOURNAL **Activities :** 1. Dictation 2. Journal *There are 24 pages, if 4 pages are done in a mth then it will take 6 mths to finish one book	30 to 40 Mins	
Jul - Dec	**TITLE- The Chimps Lunch** READ THE FIRST 2 PAGES or MAYBE 4 PAGES WRITE DOWN THE WORDS FOR GLOSSARY MEANINGS GIVEN TO MAKE SENTENCES TO BE DICTATED- STUDENT WRITES IN THE JOURNAL **Activities :** 1. Dictation 2. Journal *There are 28 pages, if 4 pages are done in a mth then it will take 6 mths to finish one book	30 to 40 Mins	

Name of Student: **Date:**

Title of Book:

Character:

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

Summary:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Glossary:

```
┌─────────────────────────────────────────────────────────────┐
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
│                                                               │
└─────────────────────────────────────────────────────────────┘
```

Sentence Construction:

_____
_____
_____
_____
_____
_____

APPENDIX IV Sampled Students Pretest and Posttest Written Essay Total Number of Words (TNW)

S/N	Name	Level	Pretest (No of words)	Posttest (No of words)	% Increase In Fluency
1	Tanaka Iliya	P1	0	17	
2	Tom Chai You Xing	P1	0	20	
3	Natalie Chin	P1	0	34	
4	WoongZu Qing	P1	0	20	
5	Ng Lee Xuan	P2	4	40	900
6	Lai Sai Hong	P2	20	30	50
7	PohYunRu	P2	36	60	67
8	In ShaoXuan	P2	24	26	8
9	SyahmiAkmal	P3	104	132	27
10	Lee Cha Xing	P3	38	147	287
11	Ismail B Ibrahim	P3	49	120	145
12	Lim Qing Hong	P3	26	64	146
13	Samantha Siow Wan Ying	P3	88	171	94
14	Chan Yong Shi	P4	85	178	109
15	LohTze Siang	P4	46	115	150
16	AfiqSyahmi Ally	P4	71	121	70
17	Emily Khor Yu Shan	P4	61	107	75
18	Lai Jia Jun	P4	58	140	141
19	Pang Yan Rou	P4	31	106	242
20	Lim SzeJia	P5	33	156	373
21	Chan MunXuen	P5	36	107	197
22	Abigail	P5	100	193	93
23	Nicholas Loh	P5	114	150	32
24	Guice Yi Xiang	P6	123	145	18
25	OoiKhangTinh	P6	95	159	67
26	Shawn Ee	P6	24	136	467
27	Cheah Yong Yin	P6	99	78	−21
28	Cassandra Chi	F1	207	405	96
29	Reene Wong XinTheng	F1	130	318	145
30	Glenn Gan Shi Jie	F1	63	282	348

| 31 | Jasmine Yong | F1 | 83 | 417 | 402 |
| 32 | Jeff Lai Pin Nean | F1 | 133 | 411 | 209 |

Table 5

APPENDIX V Data on Total Number of Words (TNW) Spoken Per Minute for Impromptu and Prepared Speech

S/N	Name	Level	Impromptu Speech TNW Per Min	Prepared Speech TNW Per Min
1	Tanaka Iliya	P1	17	31
2	Tom Chai You Xing	P1	16	29
3	Natalie Chin	P1	16	36
4	Woong Zu Qing	P1	15	26
5	Ng Lee Xuan	P2	7	28
6	Lai Sai Hong	P2	29	32
7	Poh Yun Ru	P2	47	38
8	In Shao Xuan	P2	17	31
9	Syahmi Akmal	P3	34	127
10	Lee Cha Xing	P3	25	129
11	Ismail B Ibrahim	P3	34	110
12	Lim Qing Hong	P3	10	75
13	Samantha Siow Wan Ying	P3	27	36
14	Chan Yong Shi	P4	46	36
15	Loh Tze Siang	P4	74	42
16	Afiq Syahmi Ally	P4	33	127
17	Emily Khor Yu Shan	P4	33	47
18	Lai Jia Jun	P4	35	123
19	Pang Yan Rou	P4	40	25
20	Lim Sze Jia	P5	8	123
21	Chan Mun Xuen	P5	34	31
22	Abigail	P5	54	30
23	Nicholas Loh	P5	23	80
24	Guice Yi Xiang	P6	139	132
25	Ooi Khang Tinh	P6	35	28
26	Shawn Ee	P6	176	109
27	Cheah Yong Yin	P6	15	40
28	Cassandra Chi	S1	17	40
29	Reene Wong Xin Theng	S1	32	34
30	Glenn Gan Shi Jie	S1	30	30
31	Jasmine Yong	S1	25	105
32	Jeff Lai Pin Nean	S1	30	40

P - Primary/Elementary
S - Secondary

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Name of Student : Lim Sue Jia   Date : 30/T/01-10

Book/CD Title : The Three little pigs

Character Name (Write down the name(s) of the characters in the story.)

Henry, Tom, Billy — Three little pigs
Big bad wolf

Summary (Write down the summary of the story in the box below.)

Henry, Tom and Billy — the three little pigs, decided to go to the country side to seek for fortune. Tom pig built a straw house because he liked the smell of straws. The big bad wolf managed to blow this house down because it was not strong. Billy pig built a wooden house and it was also blow down by the wolf. Henry pig built the house with bricks and mortar. Henry was a smart pig, he was able to cheat and escape from the wolf. The three pigs managed to kill the wolf when he fell into the big pot of turnips. Tom and Billy built their houses near Henry.

Glossary :

1. nasty — very bad, unpleasant.
2. squeaked — a short high noise that is not very loud.
3. squealed — a long high noise — due to pain.
4. gobbled — to swallow without chewing.
5. mortar — a mixture of cement used in building house buildings or walls. Th...

Dictation / Sentence Construction

1. He is a nasty boy. ✓
2. The mouse squeaked noisyly. ✓
3. He squealed loudly because he fell into the drain.
4. She gobbled because she never had eat her lunch.
5. He build the house with bricks and mortar.

You are improving!   Work Checked ✓

30/10/10

ELW

English Language Workshop
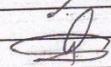
Name of Student : Loe Cha Xing   Date : 13th Nov 2010

Book/CD Title : The Remarkable Rocket

Character Name (Write down the name(s) of the characters in the story.)

A rocket, a squib, a Catherine wheel, a Roman candle, a cracker

Summary (Write down the summary of the story in the box below.)

1. There was a ceromony at the castle.
2. The prince was the groom.
3. There were fireworks display after the wedding.
4. The rocket was a proud firework.
5. He cried when no one was looking at him.

Glossary :

1. remarkable → unusual and suprising in a way that people notice
2. impress → to make sb feel admir-ation and respect
3. plopped → a sound like that of a small object dropping into the water
4. giggled → to laugh in a silky way that you can't control
5. boasted → to talk with too much pride about sth that you have or can do

Dictation / Sentence Construction

6. All the fireworks lit up except for the rocket.
7. He lit up when he was thrown in the bonfire.
8. Finally, he exploded and fell in the pond.

good work.
B.
13/11/10

APPENDIX VII Pretest and Posttest Vocabulary Usage in Written Work

S/N	Name	Level	Pretest No of Vocabulary	Sample Word	Posttest No of Vocabulary	Sample Word
1	Tanaka Iliya	P1	0		4	holding, dark, scared, fitting
2	Tom Chai You Xing	P1	0		0	
3	Natalie Chin	P1	0		2	asleep, blackout
4	Woong Zu Qing	P1	0		1	mood
5	Ng Lee Xuan	P2	0		0	
6	Lai Sai Hong	P2	0		3	angrily, scolded, attacking
7	Poh Yun Ru	P2	1	love	2	disturbing, splash
8	In Shao Xuan	P2	1	members	0	
9	Syahmi Akmal	P3	0		0	
10	Lee Cha Xing	P3	1	healthy	1	eyeing
11	Ismail B Ibrahim	P3	0		0	
12	Lim Qing Hong	P3	0		1	snatched
13	Samantha Siow Wan Yin	P3	0		3	registration, shelf, steal
14	Chan Yong Shi	P4	2	delicious, travelling	3	decided, excited, collected
15	Loh Tze Siang	P4	0		3	prescribed, treatment, recover
16	Afiq Syahmi Ally	P4	0		3	weak, worried, prescribed
17	Emily Khor Yu Shan	P4	0		2	tablets, prescribed
18	Lai Jia Jun	P4	2	favourite, tasty	5	dizzy, patiently, prescribed, bitter, medicine
19	Pang Yan Rou	P4	1	happy	5	quickly, unhealthy, counter, hungry, promised
20	Lim Sze Jia	P5	0		1	street corners
21	Chan Mun Xuen	P5	0		5	street corner, carefully, approached, help
22	Abigail	P5	0		5	street corner, approached, permission, praised, kindness
23	Nicholas Loh	P5	2	youngest, members	7	street corner, super, monster, thought, killer, loved, pity
24	Guice Yi Xiang	P6	1	delicious	4	mess, limited, seeked, freeze
25	Ooi Khang Tinh	P6	4	malfunctioned, chip, underside, turntable	3	panicked, suspicious, hidden
26	Shawn Ee	P6	0		2	valuable, sirens
27	Cheah Yong Yin	P6	1	includes	5	geared, guidance, sessions, duration, enquiries
28	Cassandra Chi	F1	5	screaming, helplessly, passer-by, snatched, comfort	5	snorkelling, drown, extremely, awful, refreshing
29	Reene Wong Xin Theng	F1	1	members	4	excited, dangerous, practised, raging
30	Glenn Gan Shi Jie	F1	0		9	stomped, precious, squeled, confiscated, grim, murderous, muttered, rebel, sneaked
31	Jasmine Yong	F1	1	frightening	2	patiently, weird
32	Jeff Lai Pin Nean	F1	1	glad	7	apologized, disgusting, recommended, meal, worst, spoiled, quality
		Average	0.75	Average	3.03	

Table 9

APPENDIX VIII Pretest and Posttest Error Count of Written Samples

S/N	Name	Level	Pretest Total Error Count	Posttest Total Error Count	Accuracy Level
1	Tanaka Iliya	P1	0	1	-1
2	Tom Chai You Xing	P1	0	0	0
3	Natalie Chin	P1	0	7	-7
4	Woong Zu Qing	P1	0	3	-3
5	Ng Lee Xuan	P2	0	5	-5
6	Lai Sai Hong	P2	8	2	6
7	Poh Yun Ru	P2	10	5	5
8	In Shao Xuan	P2	4	3	1
9	Syahmi Akmal	P3	13	9	4
10	Lee Cha Xing	P3	6	9	-3
11	Ismail B Ibrahim	P3	9	17	-8
12	Lim Qing Hong	P3	1	8	-7
13	Samantha Siow Wan Ying	P3	11	3	8
14	Chan Yong Shi	P4	5	4	1
15	Loh Tze Siang	P4	2	4	-2
16	Afiq Syahmi Ally	P4	10	7	3
17	Emily Khor Yu Shan	P4	7	12	-5
18	Lai Jia Jun	P4	10	8	2
19	Pang Yan Rou	P4	4	15	-11
20	Lim See Jia	P5	2	5	-3
21	Chan Mun Xuen	P5	5	10	-5
22	Abigail	P5	12	1	11
23	Nicholas Loh	P5	10	7	3
24	Guice Yi Xiang	P6	18	11	7
25	Ooi Khang Tinh	P6	9	7	2
26	Shawn Ee	P6	3	6	-3
27	Cheah Yong Yin	P6	12	3	9
28	Cassandra Chi	F1	4	13	-9
29	Reene Wong Xin Theng	F1	3	8	-5
30	Glenn Gan Shi Jie	F1	5	6	-1
31	Jasmine Yong	F1	10	11	-1
32	Jeff Lai Pin Nean	F1	15	24	-9
					13

█ Sampled Students with Reduced Error Count

APPENDIX VIIII Error Count Breakdown for Pretest Written Samples

S/N	Name	Level	Word Choice	Verb Form	Tenses	Preposition	Word Order	Articles	Spelling	Punctuation	Singular/Plural	Pretest Total Error Count
							Type of Errors Count					
1	Tanaka Iliya	P1	0	0	0	0	0	0	0	0	0	0
2	Tom Chai You Xing	P1	0	0	0	0	0	0	0	0	0	0
3	Natalie Chin	P1	0	0	0	0	0	0	0	0	0	0
4	Woong Zu Qing	P1	0	0	0	0	0	0	0	0	0	0
5	Ng Lee Xuan	P2	0	0	0	0	0	0	0	0	0	0
6	Lai Sai Hong	P2	0	0	0	0	0	0	8	0	0	8
7	Poh Yun Ru	P2	0	0	0	0	0	0	7	3	0	10
8	In Shao Xuan	P2	0	0	1	0	0	0	2	1	0	4
9	Syahmi Akmal	P3	0	1	2	1	2	0	4	1	2	13
10	Lee Cho Xing	P3	0	1	1	1	0	0	2	0	1	6
11	Ismail B Ibrahim	P3	0	1	2	0	0	0	0	0	0	3
12	Lim Qing Hong	P3	0	0	0	0	0	0	0	1	0	1
13	Samantha Siow Wan Ying	P3	0	0	5	2	2	0	2	0	0	11
14	Chan Yong Shi	P4	0	0	2	1	0	1	1	0	0	5
15	Loh Tze Siang	P4	0	0	1	0	0	0	1	0	0	2
16	Afiq Syahmi Ally	P4	0	1	0	1	1	0	3	4	0	10
17	Emily Khor Yu Shan	P4	0	1	1	0	0	1	2	1	1	7
18	Lai Jia Jun	P4	0	1	2	0	3	0	0	1	3	10
19	Pang Yan Rou	P4	0	0	2	0	0	0	1	1	0	4
20	Lim Sze Jia	P5	0	1	0	1	0	0	0	0	0	2
21	Chan Mun Xuen	P5	0	1	0	1	0	0	1	0	2	5
22	Abigail	P5	0	1	1	1	1	1	3	1	3	12
23	Nicholas Loh	P5	0	1	1	1	1	0	2	1	3	10
24	Guice Yi Xiang	P6	0	2	3	1	1	4	2	1	4	18
25	Ooi Khang Tinh	P6	0	1	1	3	0	0	3	1	0	9
26	Shawn Ee	P6	0	0	0	0	0	0	0	3	0	3
27	Cheah Yong Yin	P6	0	0	6	0	2	0	2	0	2	12
28	Cassandra Chi	F1	0	1	3	0	0	0	0	0	0	4
29	Reene Wong Xin Theng	F1	0	0	0	2	0	0	1	0	0	3
30	Glenn Gan Shi Jie	F1	0	0	0	2	0	0	1	2	0	5
31	Jasmine Yong	F1	0	0	0	2	0	0	3	4	1	10
32	Jeff Lai Pin Mean	F1	0	2	7	3	1	0	2	0	0	15

APPENDIX X Error Count Breakdown for Posttest Written Samples

Type of Errors Count

S/N	Name	Level	Word Choice	Verb Form	Tenses	Preposition	Word Order	Articles	Spelling	Punctuation	Singular/Plural	Posttest Total Error Count
1	Tanaka Iliya	P1	0	0	1	0	0	0	0	0	0	1
2	Tom Chai You Xing	P1	0	0	0	0	0	0	0	0	0	0
3	Natalie Chin	P1	0	0	1	0	5	1	0	0	0	7
4	Woong Zu Qing	P1	0	0	0	0	0	0	3	0	0	3
5	Ng Lee Xuan	P2	0	0	5	0	0	0	0	0	0	5
6	Lai Sai Hong	P2	0	0	1	0	0	0	1	0	0	2
7	Poh Yun Ru	P2	1	0	4	0	0	0	0	0	0	5
8	In Shoo Xuan	P2	0	0	3	0	0	0	0	0	0	3
9	Syahmi Akmal	P3	0	0	8	1	0	0	0	0	0	9
10	Lee Cha Xing	P3	0	1	6	0	0	1	1	0	0	9
11	Ismail B Ibrahim	P3	0	2	4	0	0	2	0	3	0	17
12	Lim Qing Hong	P3	0	0	5	1	0	0	2	0	0	8
13	Samantha Siow Wan Ying	P3	0		3	0	0	0	0	0	0	3
14	Chan Yong Shi	P4	0	1	2	0	0	1	0	0	0	4
15	Loh Tze Siang	P4	0	0	2	2	0	0	0	0	0	4
16	Afiq Syahmi Ally	P4	0	0	5	0	0	0	2	0	0	7
17	Emily Khor Yu Shan	P4	1	0	3	0	0	0	2	0	0	12
18	Lai Jia Jun	P4	0	0	6	0	0	1	1	0	0	8
19	Pang Yan Rou	P4	0	0	6	0	8	1	0	0	0	15
20	Lim Sze Jie	P5	1	0	1	0	1	1	0	1	0	5
21	Chan Mun Xuen	P5	1	1	7	0	0	1	0	1	0	10
22	Abigail	P5	0	0	0	0	0	0	1	0	0	1
23	Nicholas Loh	P5	0	0	2	0	0	0	5	0	0	7
24	Guice Yi Xiang	P6	2	2	3	2	0	1	1	0	0	11
25	Ooi Khang Tinh	P6	0	0	3	0	0	0	4	0	0	7
26	Shawn Ee	P6	2	1	2	1	0	0	0	0	0	6
27	Cheah Yong Yin	P6	0	1	1	0	0	0	1	0	0	3
28	Cassandra Chi	F1	0	2	5	4	0	0	2	0	0	13
29	Reene Wong Xin Theng	F1	0	0	7	0	1	0	0	0	0	8
30	Glenn Gan Shi Jie	F1	1	1	3	0	0	1	0	0	0	6
31	Jasmine Yong	F1	3	0	3	1	0	0	3	1	0	11
32	Jeff Lai Pin Nean	F1	0	6	14	2	0	1	1	0	0	24

THE END